



UNIVERSITY OF  
TORONTO

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### CALL FOR PARTICIPATION

Become an ASKme Ambassador. Help our incoming students acclimate themselves to the St. George campus by volunteering as an ASKme ambassador. See the story elsewhere on this page or visit <http://uoft.me/ASKme> for more information.

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Back to School  
New programs and not-so-young students —  
pages 6-7

AUGUST 23, 2011 64th year, number 20

# the Bulletin

## Bottled water sales banned on campus

BY ELAINE SMITH

The University of Toronto is phasing out its sales of bottled water on campus starting this September.

As the academic year gets underway, bottled water will no longer be available at the majority of locations on the St. George campus. Sales at U of T Mississauga and U of T Scarborough will be phased out during the next three years.

The ban is the culmination of a campaign begun about three years ago by the Public Water Initiative (PWI), a campus student group committed to the issue for environmental and social justice reasons. As a result of their interest, Ancillary Services produced a report for Governing Council explaining the issue and promoted it through administrative channels. Meanwhile, PWI continued educating the student population. A survey of students conducted on Bottle Free Water Day in March indicated that 85 per cent of them favoured the ban.

Two months ago, President **David Naylor** approved the sales ban. Food service outlets and vending machines on the St. George campus won't offer bottled water in 2011-2012 and new water fountains with bottle-filling stations will begin cropping up.

"This is part of our green continuum," said **Anne Macdonald**, director of Ancillary Services, whose staff has worked hard to make the change possible.

For master's degree students **Anda Petro** and **Leanne Rasmussen**, the change is a rewarding one. They are among the members of Public Water Initiative who have been working towards educating the U of T community about the negative aspects of bottled water sales.

"What's happening now is a huge step and we're really happy with the university's decision," said Petro, who is studying adult education and community development at the Ontario Institute for Studies in Education. "A lot of school boards and high schools are making the same decision."

"It's not a ban on the right to carry bottled water; you just won't be able to purchase it. We want to encourage attitude change."

Both women view such change as vital, given both the environmental and social impacts of bottled water use. Local environmental impacts are obvious: there are huge numbers of bottles to recycle and natural resources are expended to produce the plastic. In countries overseas, the impact is even more drastic.

"You go some places where big companies are in the water bottling business and there is a huge extraction of water," said

... BOTTLED ON PAGE 4

## U OF T ON TAP



Graduate students **Leanne Rasmussen** (left) and **Anda Petro** demonstrate the new water fountain installed in the Sidney Smith Hall cafeteria.

## Blues hockey turns golden

BY MARY BETH CHALLONER

**Women's hockey** at U of T has received a boost of Olympic proportions, as seven-time world champion and three-time Olympian **Vicky Sunohara** joins the Varsity Blues women's hockey program as head coach.

"I am thrilled to have Vicky at U of T and guiding our women's hockey program," said **Beth Ali**, director of intercollegiate and high performance sport at the Faculty of Physical Education and Health. "She's an outstanding leader and a proven champion at both the national and international levels. Her knowledge of hockey and passion for the game is

irrefutable and I'm confident that it will translate well with our student-athletes, our alumni and throughout the Canadian Intrauniversity Sport hockey community."

A member of Canada's national women's hockey program from 1989 to 2008, Sunohara comes to U of T after serving two years as the director of women's hockey at The Hill Academy in Vaughan, Ont. She was previously an assistant coach with the Blues in 2004-05, as well as an assistant coach with Hockey Canada's under-18 and -19 women's programs.

The two-time Olympic gold medallist served as an assistant captain for seven

... BLUES ON PAGE 4

## ASKme program has new ambassadors

BY KELLY RANKIN

**Student Life**, in partnership with Human Resources and Equity, is busy preparing for the fourth instalment of U of T's ASKme program.

The program is one more way for the university community to welcome and provide support to new students arriving on the St. George campus this fall.

"[The ASKme program] reinforces that U of T really is a community where

everyone helps each other," said **Lucy Fromowitz**, assistant vice-president (student life). "Our students arrive excited and ready for a new adventure. However, U of T can feel big and confusing. Something as simple as being pointed to the correct building can be very meaningful and make a student feel comfortable."

**Josh Hass**, student life co-ordinator (orientation and transition), noted that students are participating in the program

... ASKME ON PAGE 4



## LETTER FROM THE EDITOR

### Welcome ...

to the **Back-to-School** issue of *the Bulletin*.

Yes, we know that it's still August. We can hear grumbling from readers who think we're wishing the summer away, but the reality of life on a university campus dictates that August is not only prime vacation time, it's prime preparation time. We're all thinking ahead and planning for the academic year to come.

You'll find evidence of preparations sprinkled throughout this issue, along with stories about the people to whom all this preparation is geared: our students. After all, without them, our campuses would be mere shadows of themselves.

The U of T Bookstore, for instance, has undergone a bit of a makeover in preparation for the September onslaught, and it's all done with the student in mind (see page 5).

The ASKme program is back (see page 1) with a difference. Students, along with faculty and staff, are invited to assist the newcomers to campus in finding their way around. Great idea! It's another way for students to meet other students, and who knows where connections will take them? Complementary programs to help students feel at home include Kickstart and Blueprint, profiled on page 7. And incoming students may be lucky enough to gain acceptance to another new program, UC One, popular for its small-group lectures and renowned speakers (see page 6).

Students themselves are making news, too. In this issue we

feature a professor who is returning to the classroom (see page 7), a senior aiming towards an English degree (see page 6) and nursing students who are hooked on aboriginal health-care issues after spending their practicums in the North (see page 8). And we can't forget the team of students who are preparing to race the Azure, U of T's redesigned solar car, across the Australian outback (see page 5).

Then there's the other side of the student coin: teaching.

Without teachers, learning would be much more difficult. Luckily, we have many excellent ones, including the members of our Teaching Academy (see page 12) and our new full-time women's hockey coach, Olympic gold medallist **Vicky Sunohara** (see page 1).

If all this talk about students and teaching sounds too serious for an August afternoon, don't miss Paul Fraumeni's humour column on page 9. The academic year never looked like so much fun!

Cheers,

*Elaine*

**Elaine Smith**

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## AWARDS & HONOURS

ContentWise, in partnership with the Missouri School of Journalism, the Magnum Opus competition had 560 entries in about 200 categories.

### FACULTY OF MEDICINE

**Barbara Ballyk**, a senior lecturer in surgery, and Professors **David Jenkins** of nutritional sciences and **Jodi Lofchy** of psychiatry are this year's recipients of the faculty's W.T. Aikins Awards. Ballyk is the winner in the individual teaching performance (large group course) category for her dedication to teaching and commitment to enhancing the student experience. Jenkins was selected in the individual teaching performance (small group) category for his continued and exceptional dedication to teaching, while Lofchy won in the course/program development and co-ordination category for her longstanding dedication to the undergraduate program in psychiatry. Presented annually, these awards are the faculty's most prestigious awards for sustained commitment to and excellence in undergraduate teaching.

**Professor Charles Tator** of surgery is the winner of the 2011 American Spinal Injury Association Lifetime Achievement Award, established in 1987 to honour an individual who has made a significant contribution to the world of spinal cord injury care. Tator, founder of ThinkFirst, Canada, a national brain and spinal cord injury foundation, has published 321 papers in peer-reviewed journals and 85 book chapters. He developed the first acute spinal cord injury unit in Canada in 1974. Tator received the award June 6 during the annual scientific meeting in Washington, D.C.

### U OF T SCARBOROUGH

**Professor Andre Simpson** of physical and environmental science is this year's winner of the W.A.E. McBryde Medal of the Canadian Society for Chemistry, presented annually to a young scientist working in Canada for a significant contribution in pure and applied analytical chemistry. Simpson is best known for his research developing nuclear magnetic resonance-based methods to study the structure and interactions of complex environmental mixtures. Simpson presented an award lecture during the Canadian Chemistry Conference and Exhibition June 5 to 9 in Montreal, Que.

### FACULTY OF APPLIED SCIENCE & ENGINEERING

**Professor Elizabeth Edwards** of chemical engineering and applied chemistry was one of 45 distinguished engineers to be inducted into the Canadian Academy of Engineering June 2 at a ceremony that took place in conjunction with the academy's 2011 annual general meeting in Vancouver. Edwards is cited as an outstanding educator, engineer and researcher whose research has been instrumental in finding feasible and effective ways to remove industrial pollutants from our soil and water. The academy is the national institution through which Canada's most distinguished and experienced engineers provide strategic advice on matters of critical importance to Canada.

### FACULTY OF ARTS & SCIENCE

**Professor Mark Lautens** of chemistry is the winner of the Royal Society of Chemistry's 2011 Pedler Award, recognizing contributions to any area of organic chemistry from a researcher under the age of 55. Lautens was selected for his discovery of a useful new methodology for the construction of carbocycles and heterocycles and application of this in the synthesis of natural products and biologically active compounds. Winners are chosen by the Organic Division awards committee of the society.

### FACULTY OF LAW

**Nexus**, the faculty's alumni magazine, is the winner of gold for best school/university publication, bronze for most improved design and honourable mention for most improved editorial in the Magnum Opus 2011 awards. And Open Access, written by executive editor Lucianna Ciccocioppo, published in the spring/summer 2010 issue, about the faculty's access to justice initiative, landed a silver for best feature article. Sponsored by custom media producer

## U of T community remembers David Chu

BY MARK SEDORE

**The University** of Toronto lost a loyal friend last week with the passing in Hong Kong of **David Chu** — a highly-respected business leader who was a pioneering philanthropist committed to bridging Canada and the Asia-Pacific region.

His entrepreneurial success and benefactions to social and educational causes in China and Canada, including support for the David Chu Program in Asia Pacific Studies, led the University of Toronto to recognize Chu with an honorary doctorate in 1997.

"David Chu was an extraordinary entrepreneur with a strong belief in higher education as a way to build links across nations," said President **David Naylor**. "Four of Dr. Chu's talented children were educated in Ontario — at Toronto and Western — and he supported both universities generously."

Chu's son Tenniel is a UTSC



graduate in economics and his daughter, Carrie, is a Victoria College graduate in sociology and semiotics. Chu's involvement with the University of Toronto included membership on the U of T (Hong Kong) Foundation; he was named honorary adviser for Asia during the 1990s.

The David Chu Program in Asia Pacific Studies has a special focus on helping students analyze and understand the massive changes that have occurred in southeast Asia in recent years. In addition to its ongoing suite of scholarships

for Canadian and international students, the program recently announced the new David Chu Professor in Asia Pacific Studies, **Takashi Fujitani**, a distinguished historian whose appointment commences next month. Chu also helped make possible the creation of the Dr. David S. H. Chu International Student Centre at the University of Western Ontario.

As the founder and chair of Mission Hills Group, Chu was a pioneering developer of the leisure industry and related real estate projects in China. He was particularly instrumental in sports development in China and was a strategic adviser to the Beijing 2008 Olympic bid committee.

Naylor added: "On behalf of the University of Toronto community, I extend sincere condolences to Dr. Chu's family, as well as to his friends across Canada and around the world."



# Ghostwriting, raises ‘serious ethical and legal concerns’

BY LUCIANNA CICCOCIOPPA

**Two Faculty** of Law professors argue that academics who “lend” their names and receive substantial credit as guest authors of medical and scientific articles ghostwritten by industry writers should be charged with professional and academic misconduct and fraud, even if the articles contain factually correct information.

In an article published Aug. 2 in *PLoS Medicine*, Professors **Simon Stern** and **Trudo Lemmens** argue “guest authorship is a disturbing violation of academic integrity standards, which form the basis of scientific reliability.” In addition, “The false respectability afforded to claims of safety and effectiveness through the use of academic investigators risks undermining the integrity of biomedical research and patient care.”

In *Legal Remedies for Medical Ghostwriting: Imposing Fraud Liability on Guest Authors of Ghostwritten Articles*, Stern and Lemmens argue that since medical journals, academic institutions and professional disciplinary bodies have not succeeded in enforcing effective sanctions, a more successful deterrence would be through the imposition of legal liability on the guest authors “and may give rise to claims that could be pursued in a class action based on the Racketeer Influenced and Corrupt Organizations Act (RICO).”

The authors continue: “The same fraud could support claims of ‘fraud on the court’ against a pharmaceutical company that has used ghostwritten articles in litigation.” Such a claim could prevent the pharmaceutical sponsor of the articles from presenting them as evidence in court and could also lead to

sanctions against the lawyers who sought to treat the articles as legally valid evidence.

Concerns about ghostwriting have troubled the medical profession and editors of medical journals for years. Industry-sponsored articles, with only minor contributions from academic “guest authors,” have been published in leading medical journals, including articles on hormone replacement therapies, Vioxx, Neurontin, Fen-Phen and various anti-depressants. These articles are often cited by the pharmaceutical sponsors to promote off-label use of their products.

Lemmens, who is also cross-appointed to the Faculty of Medicine, has tough words for academics who participate in this guest authorship-ghostwriting dance. “It’s a prostitution of their academic standing. And it undermines the integrity of the entire academic publication system.”



## Archeologists uncover 3,000-year-old lion

BY SEAN BETTAM

**Archeologists** leading the University of Toronto’s Tayinat Archeological Project in southeastern Turkey have unearthed the remains of a monumental gate complex adorned with stone sculptures, including a magnificently carved lion. The gate complex provided access to the citadel of Kunulua, capital of the Neo-Hittite Kingdom of Patina (ca. 950-725 BCE) and is reminiscent of the citadel gate excavated by British archeologist Sir Leonard Woolley in 1911 at the royal Hittite city of Carchemish.

The Tayinat find provides valuable new insight into the innovative character and cultural sophistication of the diminutive Iron Age states that emerged in the eastern Mediterranean following the collapse of the great civilized powers of the Bronze Age at the end of second millennium BCE.

“The lion is fully intact, approximately 1.3 metres in height and 1.6 metres in length. It is poised in a seated position, with ears back, claws extended and roaring,” said Professor **Timothy Harrison** of Near and Middle Eastern civilizations and director of U of T’s Tayinat Archeological Project (TAP). “A second piece found nearby depicts a human figure flanked by lions, which is an iconic Near Eastern cultural motif known as the Master and Animals. It symbolizes the imposition of civilized order over the chaotic forces of the natural world.”

“The presence of lions or sphinxes and colossal statues astride the Master and Animals motif in the citadel gateways of the Neo-Hittite royal

cities of Iron Age Syro-Anatolia continued a Bronze Age Hittite tradition that accentuated their symbolic role as boundary zones and the role of the king as the divinely appointed guardian, or gatekeeper, of the community,” noted Harrison. The elaborately decorated gateways served as dynastic parades, legitimizing the power of the ruling elite.

The gate complex appears to have been destroyed following the Assyrian conquest of the site in 738 BCE, when the area was paved over and converted into the central courtyard of an Assyrian sacred precinct.

“The stylistic features of the lion closely resemble those of a double-lion column base found in the 1930s in the entrance to one of the temples that formed the Assyrian sacred precinct,” said Harrison. “Whether reused or carved during the Assyrian occupation of the site, these later lion figures clearly belonged to a local Neo-Hittite sculptural tradition that predated the arrival of the Assyrians and were not the product of Assyrian cultural influence, as scholars have long assumed.”

TAP is an international project, involving researchers from a dozen countries and more than 20 universities and research institutes. It operates in close collaboration with the Ministry of Culture of Turkey and provides research opportunities and training for both graduate and undergraduate students.

The project is funded by the Social Sciences and Humanities Research Council of Canada and the Institute for Aegean Prehistory and receives support from the University of Toronto.

## Spare the rod and develop the child

BY JOYANN CALLENDER

**Children** in a school that uses corporal punishment performed significantly worse in tasks involving “executive functioning” — psychological processes such as planning, abstract thinking and delaying gratification — than those in a school relying on milder disciplinary measures such as time outs, according to a new study involving two private schools in a West African country.

The findings, published by the journal *Social Development*, suggest that a harshly punitive environment may have long-term detrimental effects on children’s verbal intelligence and their executive-functioning ability. As a result, children exposed to a harshly punitive environment may be at risk for behavioural problems related to deficits in executive-functioning, the study indicates.

The study by Professors Victoria Talwar of McGill University, Stephanie Carlson of the University of Minnesota and **Kang Lee** of the Ontario Institute for the Study of Education involved 63 children in kindergarten or first grade at two West African private schools. Their families lived in the same urban neighbourhood. The parents were largely civil servants, professionals and merchants. In one school, discipline

in the form of beating with a stick, slapping of the head and pinching was administered publicly and routinely for offences ranging from forgetting a pencil to being disruptive in class. In the other school, children were disciplined for similar offenses with the use of time outs and verbal reprimands.

While overall performance on the executive-functioning tasks was similar in the younger children from both schools, the Grade 1 children in the non-punitive school scored significantly higher than those in the punitive school. These results are consistent with research findings that punitive discipline may make children immediately compliant — but may reduce the likelihood that they will internalize rules and standards. That, in turn, may result in lower self-control as children get older.

“This study demonstrates that corporal punishment does not teach children how to behave or improve their learning,” Talwar said. “In the short term, it may not have any negative effects; but if relied upon over time it does not support children’s problem-solving skills or their abilities to inhibit inappropriate behaviour or to learn.”

Despite the age-old debate over the effects of corporal punishment, few studies have examined the effects on exec-

utive-functioning ability. This new study uses a quasi-experimental design to derive data from a naturally occurring situation in which children were exposed to two different disciplinary environments. The parents of children in both schools endorsed physical punishment equally, suggesting that the school environment can account for the differences found.

There are many further questions that remain unanswered. “We are now examining whether being in a punitive environment day in and day out will have other negative impacts on children such as lying or other covert antisocial behaviors. Also, we are pursuing the long-term consequences of experiencing corporal punishment. For example, what would children’s cognitive and social development be five or 10 years down the road?” said Lee.

The findings are relevant to current controversy. “In the U.S., 19 states still allow corporal punishment in schools, although more of them are now asking for parent permission to use it. With this new evidence that the practice might actually undermine children’s cognitive skills needed for self-control and learning, parents and policy-makers can be better informed,” said Carlson.



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## Bottled water sales banned

CONTINUED FROM PAGE 1  
 Petro. "The whole area is dried up and there is a huge environmental impact. The companies contribute to pollution, too."

The societal impacts are not as obvious but no less important, said Rasmussen.

"Buying bottled water represents a loss of trust in the public system and discourages public investment instead of pushing the powers-that-be," she said. "It's a cycle that leads to further destruction."

Added Petro, "It's about access to water as a public resource, about taking back the public

water system and holding government accountable."

The UN has declared safe and clean drinking water a basic human right and both women believe the proliferation of bottled water contravenes that right.

"It's making water a commodity some can afford and some can't," said Andro.

The return to using tap water on campus will be celebrated during OnTap launch day, Sept. 15 from 1 to 4 p.m. at Willcocks Commons. The launch will feature a scavenger hunt, water games, experts and sno-cones.

## Blues hockey turns golden

CONTINUED FROM PAGE 1  
 years with Team Canada before retiring from international competition in 2008. In addition to the 1998, 2002 and 2006 Winter Olympics, Sunohara has represented Canada in several international ice hockey competitions. In total, she won 15 gold and three silver medals as a member of Canada's national team, finishing her career with 118 points (56 goals and 62 assists) in 164 games.

Sunohara also served as team captain for 10 seasons with the Brampton Canadette-Thunder in the Canadian Women's Hockey League, leading her team to two provincial and one national title.

The new head coach is no stranger to the University of Toronto. After attending Northeastern University on a full athletic scholarship from 1988 to 90, she played two seasons with the Blues, winning two Ontario Women's Intercollegiate Athletic Association championship titles

and earning rookie-of-the-year honours in 1990-91. Following the conclusion of her hockey career, Sunohara returned to U of T and completed her bachelor's degree in physical health education.

"This is a dream job for me," said Sunohara. "I played here at U of T, I went to school here and graduated from the Faculty of Physical Education and Health and now I have a chance to give back to one of the most prolific women's hockey programs in North America. This is a great opportunity for me and I look forward to the task at hand — making the Varsity Blues a national contender."

Sunohara will take the reins of one of U of T's most decorated teams this fall. Since 1971-72, the Blues team has captured 17 conference championships, more than any other team in Ontario and was the team of the 90s, winning six Ontario University Athletics (OUA) titles and placing first in the OUA every season.

## ASKme program returns

CONTINUED FROM PAGE 1  
 for the first time this year. "For the first two years staff participated in ASKme, last year faculty were invited to take part and this year we're inviting student leaders to help welcome students to campus," he said.

Participants, known as ambassadors, will wear an ASKme badge that signifies to students that they are approachable and ready to answer their questions. For extra visibility, some of the student ambassadors will roam the St. George campus in brightly coloured T-shirts.

Ambassadors don't need to have all the answers to the students' questions; an information package that serves as a reference guide is provided. Ambassadors are also encouraged to make use of the new mobile-friendly campus map, located at [map.utoronto.ca](http://map.utoronto.ca), or print a map from the website to carry with them.

Here's how to take part:  
 1. Starting Sept. 1, visit the

ASKme website (<http://uoft.me/ASKme>) to download an information sheet and print your customized name badge. Name badge holders will be available from your departmental administrative staff (or use your own, if you have a 4" x 3" badge holder you'd like to recycle).

2. Read through the information sheet and familiarize yourself with the kinds of questions most frequently asked by new students.

3. During the ASKme campaign period, Sept. 6 to 16, wear your name badge and carry your information sheet when walking around the campus.

Hass' message to new students: "There are really helpful people on campus who really want to help you, so just look for them."

If you have any questions regarding the ASKme program, please go to the website <http://uoft.me/ASKme> or contact Hass at [josh.hass@utoronto.ca](mailto:josh.hass@utoronto.ca).



# Design of U of T's new solar car unveiled

BY TAKARA SMALL

Members of U of T's famed Blue Sky Solar Racing Team are dusting off their racing gear and readying themselves to hit the road for another round of competitions.

The team unveiled their newly finished solar-powered car called Azure to fans and faculty on Aug. 7, in advance of the World Solar Challenge — a competition that pits the best solar car teams against each other in the Australian outback.

The car, which is the most recent of six generations of solar racing cars, is designed, built and raced by students. It weighs 200 kilograms and is expected to clock an impressive 80 kilometres per hour, with a top speed of 140 kilometres per hour.

On Oct. 16, two dozen members of the team will compete against some of the world's best universities and colleges in a five-day racing challenge. Engineers will drive their independently built solar car a total of 3,000 kilometres from Darwin to Adelaide across Australia's rough terrain in an effort to be crowned No. 1.

The unveiling of their latest car means much more than just celebrating with friends and family; it's the end of an era for some who have dedicated the last four

years of their life to the project, said **Josh Switnicki**, the team's managing director. For the fourth-year computer engineering student and his colleagues, it meant overcoming a host of technical and personal challenges that threatened to derail the project.

**Eric Ma**, a biomedical engineering student and business operations manager for the group, said, "Other good parts [about the process] have also been the challenges, both technical and interpersonal. They all play an important role in the development of the team and its individual members."

Advocacy and education are also an important part of the group's mandate. They spend as much time in classrooms teaching as they do in labs. Recently, members of the team visited Hillcrest Community School to help secondary school students build their own solar cars.

Regardless of whether the team wins or loses the World Solar Challenge they're already winners, at least in the eyes of Ma.

"The most rewarding part of this is to see the car coming together from something that was once only real on paper. Designing it and seeing it on a computer is certainly different from touching and feeling the car right in front of you."



COURTESY OF BLUE SKY SOLAR RACING



The U of T Bookstore has updated its layout.

## Textbook rentals a hit at bookstore

BY KELLY RANKIN

The U of T Bookstore has two new items on its shelves this year. But unless you're invited into **Chad Saunders'** office you won't see them.

This year the bookstore received the Nebraska Book Company's Textbook Innovation Award for their leadership in textbook rentals across North America and the Canadian Booksellers Associate Libris Award for Campus Bookseller of the Year.

It's not that Saunders, vice-president of the University of Toronto Press and Bookstore, and his team aren't proud of these awards, it's just not what motivates them.

"It's fun to be on the floor during rush, hearing students comment on how much they are saving," said Saunders. "When I hear a student say, 'Wow', that motivates me more than awards."

What will students see this fall? The biggest change returning students will notice is the renovation of the stationery section of the store.

New displays, flooring and the addition of category signs give

the space a more contemporary look and feel. The efficient layout makes it easier for customers to find items and also allows the bookstore to offer new products, such as art and drafting supplies.

"Students are used to a shopping experience outside the bookstore," said **Farhan Merchant**, senior manager of marketing and eCommerce for U of T Press and Bookstore. "It's important to give them something similar at the bookstore."

In time for fall, the Computer Shop has expanded its selection of Windows laptops and has partnered with Hewlett-Packard to create an in-store HP shop. It will offer educational pricing and bundling on Windows products as well as Apple items.

"Everybody has a different budget; there has to be something appropriate for everyone," said Saunders.

Last year the bookstore started two new services: print on demand, now called the Book POD, and textbook rentals. The Book POD has enjoyed success in the self-publishing area, but the big story is the success of the textbook rental program. Last September students could rent up to 100 titles online with an

average savings of 40 per cent per textbook.

To measure student satisfaction with the program, the bookstore surveyed students and discovered that although some preferred to rent a new book, far more said they wanted a used book rental option at higher savings. Students also said they wanted more titles and preferred to come into the store to pick out their books.

Saunders revised the program and now the bookstore offers almost half of its textbook titles for rent. They've implemented in-store rentals and with more used books being made available for rent, students can save as much as 70 per cent on books.

"Our goal is to give back and save students as much as we can," said Saunders.

Saunders estimates the bookstore will save students more than \$2 million on textbooks this year through rentals. "Only half of textbooks will be bought at full price compared to about 90 per cent a few years ago," he added.

What's next on Saunders' to-do list? A renovation of the textbook and apparel section of the store this coming spring.

## Dictionary of Old English is ongoing labour of love

BY ELAINE SMITH

**Did Anglo-Saxon** heroes of old really slay dragons, or were they actually doing battle with worms?

Oddly enough, one of the Old English words for dragon is *wyrn* (worm). U of T scholars are making that clear with their ongoing effort to produce the comprehensive *Dictionary of Old English*.

The dictionary project actually began more than 40 years ago, the brainchild of the late Professor **Angus Cameron**, a former Rhodes Scholar. It is an attempt to document the history of the English language itself, since Old English is the first written and spoken version of our language, used from about 600 to 1150 CE (Common Era). After the Norman Conquest in 1066, French words began to influence the language, leading

to a distinct Middle English, the language of Chaucer that was in use from 1100 to 1500.

Not only is the dictionary a history of our language; it also serves as a window into Anglo-Saxon culture and history, because the project has digitized at least one copy of all known Old English writings.

"For example, the project is of interest to social historians who explore the terminology of status, to political scientists interested in the intellectual roots of our culture and to botanists who are curious about the documents relating to early plants," said Professor **Antonette di Paolo Healey**, the project's editor.

Documenting a language that is no longer living is painstaking work. Although the project began in 1970, the first dictionary entries weren't available until some 15 years later. First,

Cameron and his team of scholars had to develop the resources they needed so they could examine all the known words and their usages. Before publishing any dictionary entries, the research team (which includes scholars and student research assistants from the Centre for Medieval Studies) produced a set of research tools for Old English scholars:

- The Electronic Corpus — one copy of every existing Old English text, whether written on parchment, carved in stone or inscribed on jewellery; there are more than 3,000;
- Two concordances (content words and syntax words) documenting every spelling of Old English words; and
- A word studies bibliography listing helpful analyses of Old English vocabulary.

By 1986, they were ready to

launch the dictionary itself with the words of a single letter: D (e.g., *dalc* — a brooch, bracelet or clasp). C and B followed and at present, the entries for eight letters of the language's 22 letters have been publicly unveiled. Di Paolo Healey estimates the research team has documented about 60 per cent of the Old English words to date.

The dictionary is available online, on CD-ROM and on microfiche and di Paolo Healey calls it a noteworthy example of humanities computing. Its files conform to the current standard for electronic text with the goal of providing readable, portable, adaptable files which preserve their integrity.

It is also very much a work in progress. The Mellon Foundation recently provided the project with a challenge grant of \$500,000. If Healey

and her colleagues can raise the funds, the foundation will match them dollar for dollar.

Di Paolo Healey is optimistic. After all, she has devoted her work life to this endeavour since 1978.

"I love the comprehensiveness of the project," she said. "Occasionally, we get new finds. For instance, when Henry VIII dissolved the monasteries, pages of Old English manuscripts were often used as binding leaves for other books. However, there's nothing on the level of Beowulf. We mostly get fragments of text — not a whole epic poem."

"But I knew as a scholar that if I worked on this project, all of Old English would pass before me at some time or another and it would broaden me."

To contribute to the dictionary's matching grant challenge, visit <http://tir.doe.utoronto.ca/pages/support.html>.



CAZ ZYVATKAUSKAS



# LET THE CLASSES

West Hall at University College will soon be filled with students.

## UNIVERSITY COLLEGE LAUNCHES UC ONE

BY ANJUM NAYYAR

**This September**, University College will join Victoria and Trinity Colleges in providing students with a more personal student experience.

The college will launch UC One, a special suite of courses that offer first-year students the opportunity to complement their large lecture courses in other disciplines with a small seminar.

Students in UC One take one of four full-credit courses that make up the initiative, in addition to four other courses from the broad array of offerings available to first-year Faculty of Arts and Science students. The UC One seminars are small enough — enrolment is limited to 25 — to help students to develop strong critical and writing skills, intellectual independence and creative imagination.

“One programs are growing in popularity because they go beyond the big classroom experience and make classes more intimate,” said **Andrew Lesk**, the program co-ordinator.

UC One will focus on Toronto and how university-based research and study influence the city. Leading professors from University College will teach students

to think critically about Toronto and its multicultural communities and to understand how their own four years at university will help them to make a difference to the world.

“We want students to think about these issues in ways that will help them to become better students and better citizens,” said Lesk.

Lesk said the program’s mission is to teach fundamental academic and real-life skills: critical analysis and creative thinking and oral and written communication. Students will have opportunities for inquiry-based and experiential learning through community and academic engagement.

The four seminars within UC One address Toronto and its communities from four interdisciplinary perspectives: Canadian studies, performance studies, health studies and sexual diversity studies. The seminars will investigate such topics as immigration and citizenship; community theatre and the culture business; urban health and marginalized populations; and the culture and politics of sexual identity.

“UC chose this model in particular to build on the academic strengths of the interdisciplinary programs that have their home at UC,” said Professor **Donald Ainslie**, principal at University College. “We’re situated in the heart of the

university in the middle of downtown Toronto. UC One’s focus on the communities around us builds on the tradition of leadership at UC. We want students not to be just consumers of knowledge but producers of change. They will go on to make the world a better place by using what they learn at UC.”

In the fall term, all students in UC One seminars attend both focused tutorial sections and weekly two-hour presentations by different faculty in conversation with prominent guest speakers including political and business leaders, activists from non-governmental organizations, theatre directors, artists and health practitioners.

In the winter term, the UC One seminars feature several field trips as students engage in research projects that take their learning beyond the classroom and into the community.

Application to UC One is open to all full-time students entering their first year of study in the Faculty of Arts and Science, regardless of their college affiliation. The program has a limited enrolment of 100 students — 25 for each of the four topics.

For more information visit: <http://www.uc.utoronto.ca/ucone>.

## PASSION FOR LANGUAGE BRINGS RETIREE TO U OF T

BY ELAINE SMITH

**Forget cruises** and golf, the traditional retiree activities. **Geoffrey Church** would rather hit the books at the University of Toronto.

Church, who recently retired from a career in the real estate investment, development and construction industry, calls the typical retiree pastimes “a bit scary” and is much happier at the thought of earning an English degree.

“What I studied before was all business subjects: a lot of law and accounting and construction,” said Church. “I always felt that I didn’t have a proper education and I’m very lucky to be in a position where I can study for the sake of it.”

He has chosen initially to take courses as a non-degree student

through Woodsworth College’s senior program. The program allows anyone 65 or older to take classes; there is no requirement to submit transcripts. If the student does well in the first four courses, he or she can be admitted as a degree student.

Church enjoys being in classrooms, “especially compared to work,” and he is keen to learn from others who have knowledge to offer.

“They have information you can grab hold of and when people try to tell you things, all you have to do is listen,” he said. “I’ve usually been on the other side of things, trying to get people to listen to me.”

He has a strong interest in writing and editing and is also a regular, if eclectic reader. He admits to a fondness for Canadian icon Margaret

Atwood, “someone who [Toronto councillor] Doug Ford never heard of,” but he also reads history and recently finished Dostoyevsky’s *Crime and Punishment*.

“I’ve always read a lot, but there are large gaps in my education,” he said.

Church plans to take a full course load and intends to qualify for the degree program by the close of the academic year.

“I want the challenge of a degree,” he said. “I don’t want it to be a trivial thing.”

He admitted to some nerves when it comes to the work involved since he has also has a family and hopes to do some part-time consulting. He plans to spend a lot of time on campus doing homework, since there are fewer distractions.

Being around twenty-somethings is nothing new to Church. He has two children, a son-in-law and three stepchildren. In fact, one of his stepchildren is also starting university this fall, so they will be able to compare notes.

“I know from discussions I have with my family that youngsters have no sober second thoughts,” he said. “I may be able to help them think a little

more and I will probably learn from their inquisitiveness.”

The social aspect of university isn’t a priority, however. It’s the learning that matters.

“I probably won’t partake of much of university life apart from studying,” he said. “I won’t be going to the pub — I’ve done that.”



Retiree Geoffrey Church settles into the Commons at Woodsworth College. He expects to use it as a study space during the academic year.

ELAINE SMITH



# BEGIN

OUR CAMPUSES AWAIT THE INFLUX OF NEW STUDENTS & THE START OF NEW PROGRAMS.

## BACK TO SCHOOL FOR THE TEACHER

BY ANJUM NAYYAR.

**Nicholas Everett** has a fascination with history, particularly the history of education.

But his own education has begun an entirely new chapter. This fall he hits the books full time with other U of T students to study something completely different: pharmacology.

Everett is not your typical U of T student; he's an associate professor in the Department of History and the Centre for Medieval Studies and a fellow of Trinity College. Thanks to a fellowship from the Andrew W. Mellon Foundation, he has the opportunity to pursue training outside of his field. The unique New Directions Fellowships allow young scholars of the humanities to explore new lines of research by acquiring additional expertise in an area outside of their fields of specialization. For Everett, the fellowship means he can pursue research that sheds new light on the history of medicine and science by undertaking specialized coursework in pharmacology and toxicology.

"I discovered a seventh-century medical manuscript in the Vatican which fascinated me," said Everett, who has already taken a few science courses this summer. "My initial interest as an historian of education was in the manuscript's really bad Latin, extremely difficult script and its alphabetized format; this soon turned to complete fascination with its contents, a reference work for 300 drugs from the ancient Greek world in a medieval Latin disguise."

The Latin text with English translation will be published this fall by U of T Press under the title *The Alphabet of Galen: Pharmacy from Antiquity to the Middle Ages*.

"It said very sensible things about natural product drugs, what they look like, how you prepare them and what they treat. I quickly became amazed by how much ancient and medieval authors knew and how well their claims could

be supported by modern science."

He added that through understanding the chemistry of natural drugs, historical texts on pharmacy can be read with greater sensitivity, so that traditions or claims made about certain medicines or remedies can be explained in a more thorough way.

He's looking forward to delving deeper into pharmacology; however, he does admit being a student again is daunting.

"As you're older the pressure of performance, particularly the type of memorizing required for heavily weighted exams, isn't really that much fun. Being a student again is really quite a shock."

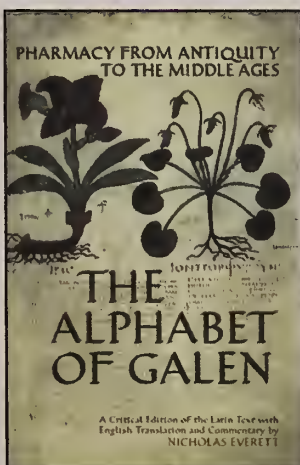
Being a student again, even for a short time, has changed his outlook on teaching already.

"Fifty minutes is a long time. I used to think it was long when I was lecturing; it's much longer when you're sitting there. Considering how to use that time more effectively to present new information to eager minds has already been an enormous learning experience for me. After teaching for so many years as professors we can lose the perspective of the student in the classroom."

Everett's previous research has concentrated on various aspects of early medieval Italian history and the history of literacy and education in early medieval Europe.

He has published a number of books and articles on law, administration, hagiography, paleography and diplomatics. With his new studies, Everett hopes to bridge some divisions between humanities and sciences, divisions he sees as institutional, not intellectual.

"With its level of achievement in both science and humanities research, its college system promoting interaction among disciplines and its public spirit of open enquiry, U of T offers tremendous opportunity for such directions."



## HELPING STUDENTS FEEL AT HOME

BY KELLY RANKIN

**Students new** to the St. George campus will have a number of resources and programs at their disposal designed to help them transition into university life.

The Student Life office is offering the Blueprint and Kickstart programs and the Race-at-Your-Own-Pace challenge to introduce newcomers to the campus and all that U of T has to offer.

Blueprint invites students to "build [their] own experience" by participating in a series of workshops and experiential learning programs. Workshops are divided into three areas of development: academic skills, leadership and civic engagement and personal skills.

"It's a great way for students who don't know what they want to do to start exploring what's available to them," said **Josh Hass**, student life co-ordinator (orientation and transition).

Blueprint starts Sept. 12 and runs throughout the academic year. To participate, students register online ([www.studentlife.utoronto.ca/Student-Resources/Blueprint.htm](http://www.studentlife.utoronto.ca/Student-Resources/Blueprint.htm)), pick up a Blueprint tracking card to record their progress and watch for information about workshops in weekly emails.

To fulfil program requirements students must attend seven different workshops such as Get Involved: Becoming a Leader at U of T, and complete three experiential activities.

"The goal is to get students out and using the skills they've developed in the workshops," said Hass.



Students take part in the personal skills portion of the Blueprint Program.

Once students complete their blueprint, they meet with a Student Life staff member to review and discuss their learning experience. At the end of the year students are invited to a reception where they receive a certificate of completion.

Students who register during Orientation Week (Sept. 6 to 9) are eligible to win an iPad, courtesy of the U of T Bookstore.

Kickstart — developed to complement the traditional orientation programming — introduces students to university life while providing them with essential information.

"The point is to connect students with the things they really need to know in those first couple of weeks," said Hass.

Students can take advantage of a number of events; for example, one of three mock lectures entitled, How to Love Your Lectures, one for each of life sciences, humanities and social sciences. Students learn note-taking skills and get a stress-free glimpse of a lecture given by a top professor: **Scott Browning** (chemistry), **Ken Bartlett** (history) or **Michael Chazan** (anthropology).

Kickstart runs from Sept. 6 to 16; students can register online ([www.studentlife.utoronto.ca/Student-Resources/Kickstart.htm](http://www.studentlife.utoronto.ca/Student-Resources/Kickstart.htm)).

The Race-at-Your-Own-Pace challenge is a scavenger hunt that introduces students to key places on campus, for example, a particular room in Hart House.

Students pick up a clue sheet from the Career Centre's front desk, located on the main floor of the Koffler Student Services Centre at 214 College St.

Each clue location will have a mini-challenge, where students can collect ballots for a draw for a \$100 gift card from the U of T Bookstore by completing the challenge — at Hart House they're asked to make a sketch of a painting in the room.

When all 10 clues are solved, participants submit their clue sheets and ballots to the Career Centre. The deadline for entries is Sept. 16 at 3 p.m.

Although these programs are designed for first-year students, they are open to anyone new to U of T or students who may have missed them in their first year.

Watch for Student Life's giant tent at the University of Toronto Students' Union Clubs Day (<http://utsu.ca/section/1245>) on Sept. 7.

To find out more about Student Life services and programs on the St. George campus, check out their website ([www.studentlife.utoronto.ca](http://www.studentlife.utoronto.ca)).



# Nursing introduces aboriginal health option program

BY KELLY RANKIN

**Stephanie Fallis** said, “It was freezing.”

**Simone Charles** said, “It’s a desperate situation” and **Christopher Brown** said, “It was really challenging in terms of the isolation.”

Yet, in spite of these difficulties, they all said they had a great experience and planned to go back.

Fallis, Charles and Brown, graduates of the bachelor of science program at the Lawrence S. Bloomberg Faculty of Nursing, recently returned from Yellowknife, Northwest Territories; Sioux Lookout, Ont.; and Brochet, Man., respectively, after completing their 10 week clinical practicum.

A clinical practicum is the final degree requirement for nursing students; aboriginal healthcare settings are a regular choice for their placements. However, until this past academic year, students choosing this option had never been required to do any preparation work beyond their nursing degree requisites.

The change came when **Pam Walker**, an instructor at the faculty with several years of experience working in aboriginal communities, was sent to visit students doing a



April in the Northwest Territories is very chilly as nursing student Alisha Giancarlo discovered.

placement in Moose Factory, Ont.

In 2009, **Kate Hardie**, undergraduate program chair, asked Walker to visit the students and bring them moral support because they were struggling to cope with several youth suicides in the community.

This experience prompted Walker, with Dean **Sioban Nelson**’s approval, to establish the aboriginal health option (AHO) program.

The purpose of the program is to introduce students to the challenges that affect aboriginal health. In December, interested students attended an information session followed

by an application and interview process.

In all, there were 25 applicants for 15 placements, with 12 students accepted for AHO. The successful candidates were required to attend four two-hour seminars, one per month, starting in January and ending just days before they departed for their placements in April.

Walker led the seminars, combining post-colonial feminist theory with her own experiences to help students understand the social determinants of health in aboriginal communities.

“These [seminars] are impor-

tant to get the students ready — to start [them] thinking about how they’re going to deal with problems when they come up,” said Walker.

The final seminar was a potluck dinner held in collaboration with U of T’s First Nations House where students had the chance to talk to people who grew up on reserves and had experience with aboriginal health and healing.

“I really wanted people other than myself to help inform the perspective of the students and, especially, to collaborate with the aboriginal community here at the university,” said Walker. “It’s really

important so that we’re not just going into aboriginal communities forcing the western health perspective, because that hasn’t been helping.”

Throughout the 10-week practicum, students attended regularly scheduled Blackboard discussions online. These conversations also provided an opportunity for Walker to monitor how the students were holding up.

Walker said it’s important to support the students and to let them know it’s OK if they have a rough time; it’s normal.

“[Meno Ya Win Health Centre] was a harsh, busy emergency department. We saw many residential school survivors, people with addictions-related problems and mental health problems,” said Charles. “It was tough, but a huge experience.”

Other requirements of the program include spending a day with another healthcare professional in the community and giving a final class presentation when they return to Toronto.

“This group, they are all really thoughtful, insightful students who want to make a difference,” said Walker. “They want to have an adventure, want to have a big career but don’t want to do things the way they’ve always been done.”

## Nursing Diary: Alisha

**One of the** many amazing and interesting opportunities that stood out for me during my time in Yellowknife, Northwest Territories, is the time I was able to spend with an aboriginal medicine man. I sought out this opportunity during time spent with the nursing staff at the North Slave Correctional Centre in Yellowknife. After learning that approximately 99 per cent of the inmates in the correctional facility identified as aboriginal I inquired about the types of traditional and cultural services that were provided; it seemed like a mystery.

Through our discussion I learned that the medicine man is able to provide the inmates with sacred medicines, including sweet grass and sage, as well as conduct smudging ceremonies and talking circles where inmates drum and sing and are invited to share whatever is on their minds. Furthermore, the medicine man acts as a source of information. He discusses their people’s journey and the traumas they have suffered, which can help inmates understand the cultural path of their people and aid in their personal healing journeys.

After an hour-and-a-half discussion one question arose: why do the nurses within the facility and the medicine man not work more closely when it comes to the health of the inmates? Neither partner could answer the question but decided it was time for change.

The medicine man explained that to have health you must find a balance within yourself; this is similar to what nurses call holistic nursing practice. This idea of healing the whole person and being aware of someone’s surrounding environment fits well with the aboriginal healing traditions and I am proud I was able to experience a conversation that will bring some part of our healthcare system closer to this ideal. No matter how small the step, it was in the right direction.

*Alisha Giancarlo reflects on her placement experience at Stanton Territorial Hospital, Yellowknife, Northwest Territories.*

## Nursing Diary: Simone

**I can honestly** say it was hard to leave Sioux Lookout. I definitely feel a draw to the community.

Sioux Lookout is such a contradictory place. From the moment I arrived I immediately felt something similar to home — familiarity and resistance. The people I met were so gentle. By contrast, the stories steeped in chaos, racism and substance use were devastating to witness but so important to how I’m beginning to understand my nursing practice.

Time works differently in the North. It was never as simple as going to the doctor to be treated or to talk about what may have been happening in their lives. In the emergency department, I worked with so many young people after they attempted suicide. It took days to wait for a flight out of their northern communities; treatment was confined by limited resources, limited healthcare knowledge, poverty and an undercurrent of racism.

It still confounds me that the issues of access and relevant care for isolated communities in the North are not mainstream. I do, however, feel certain it was the most important experience of my nursing education and informs my dedication to return someday soon.

*Simone Charles reflects on her experience working at Meno Ya Win Health Centre, Sioux Lookout, Ontario.*



Nursing student Alisha Giancarlo (right) and a classmate spent their practicums at Yellowknife’s Stanton Territorial Hospital.

PHOTOS COURTESY OF ALISHA GIANCARLO



## HE SAID SHE SAID

## My 2011-12 New (Academic) Year's resolutions

BY PAUL FRAUMENI

**Summer is** almost over. I always think of this point in the year as an alternative New Year's Eve. It's University New Year. And with that, I offer these resolutions.

1. I'm going to be kinder to our office photocopier. It isn't as talented as it thinks it is, but that's not its fault. It's the fault of the person who programmed assistance information that doesn't help at all into the photocopier's fake brain. I was making a copy the other day. Something happened in the bowels of the machine, the whole thing froze and this is what came up on its little screen: "Reinsert an improperly seated consumable or reapply any consumables with Error." U of T's civility guidelines prevent me from printing here what my response was. I'm sorry for saying that to the photocopier. That was like getting mad at a restaurant server instead of the chef for bad food. So, if the person who programmed the "consumables" line will call me, I'll tell you what I told the photocopier and thus get the photocopier off the hook.

2. I'm going to launch my campaign to change the name of our university. We spell it U of T. But we pronounce it "Yoove-tee." Same way St. Francis

Xavier's acronym is St. F.X., but they say, "Saintuvecks." I'm taking this proposal to Governing Council. Be ready to change to your e-letterhead to "Yoove-Tee." The beaver crest can stay the same.

3. Actually, change that. The beaver should be a raccoon. I'll bet 94 per cent of Canadians have never seen a real live beaver. But we all know what a raccoon looks like. And they're smarter than apes. I watched one walk across

Galbraith Road yesterday after he or she had waited for the traffic to clear! I once saw one hold the lid of our garbage shed open, while another one looted the garbage. Last week, my wife watched one trying to climb into our bird bath. Next thing you know, one of them is going to run for city council. So, I say we give up the beaver and vote in the raccoon.

4. I'm going to stick to my 13-year record of not using the word decanal.

U of T administrators love this word. I have no idea what it means. Well, I do, but I don't understand what it means in the context of U of T. So, it'll stay out of my vocab. I will, however, continue to nod my head and pretend I know what is being referred to when decanal comes my way.

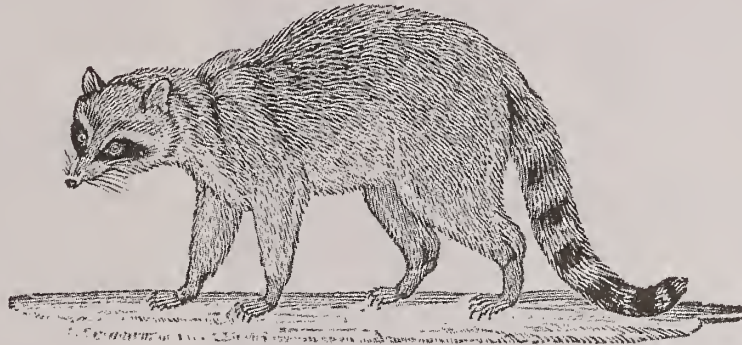
5. I'm going to have the fries made on this truck out on St. George. Yes, I know french fries are about as bad for you as it gets. Yes, I know I'm 53 and I should eat tofu and unsalted almonds and grass-fed beef and go to bed earlier. But, mercy, I see people having these fries and they look so good. I'm tired of only living healthy! I need a little cheat-treat. Bring on the malt vinegar and salt. Be it resolved — I'm having them.

6. OK, I'll try tofu.

7. After I've had the fries.

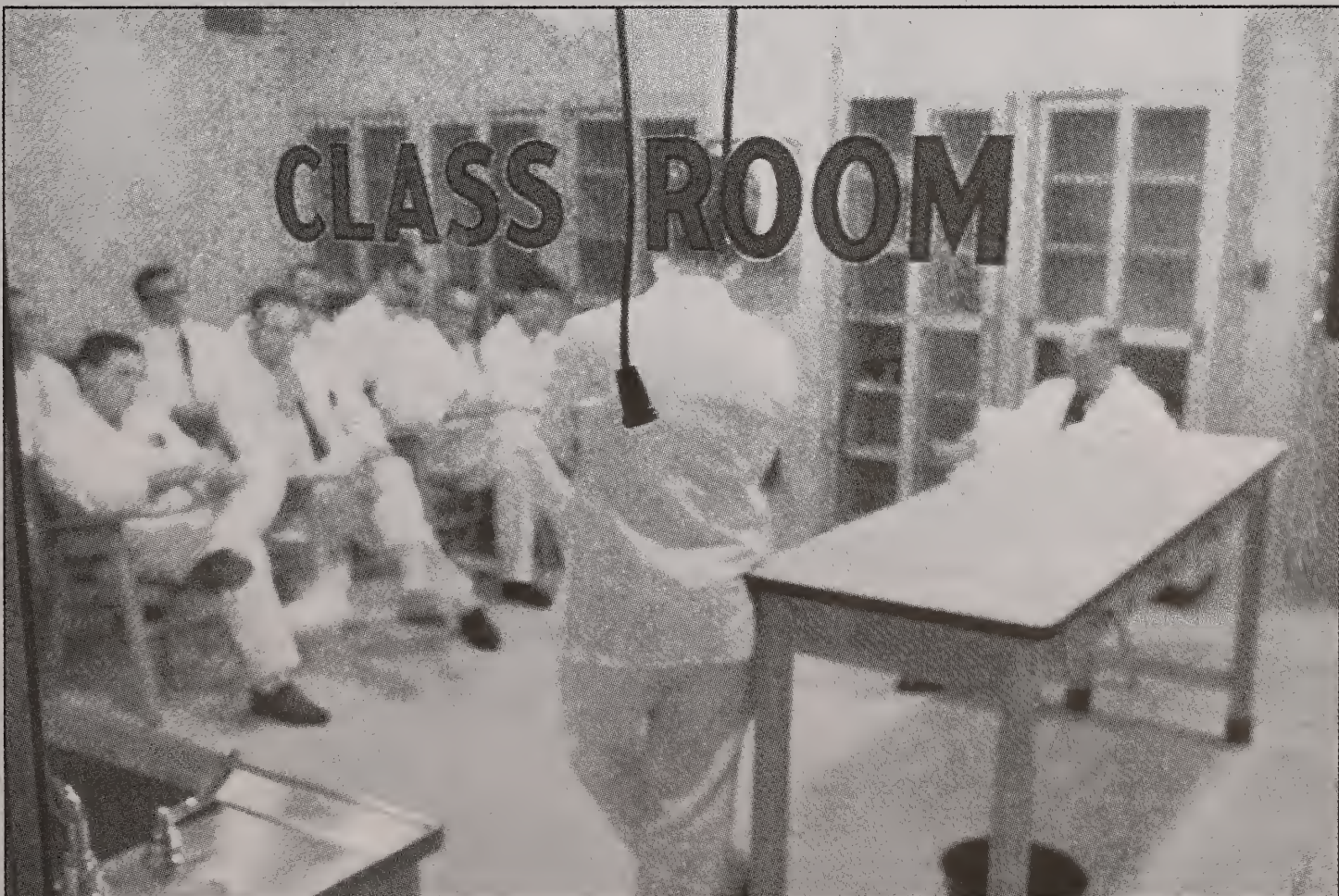
I wish you all the best in your academic year. And go ahead, have the fries.

*Paul Fraumeni is the director of communications for the office of the vice-president (research). He shares this space with Caz Zvyatkauskas.*



*Procyonidae academia*

## LOOKING BACK – School Days, 1961



JACK MARSHALL

Class is in session at the Faculty of Medicine, 1961.



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**Broadview/Danforth.** Beautifully furnished Riverdale house on quiet cul-de-sac. 2 bedrooms, office, den, bathroom and powder room. Fully equipped with 6 appliances, TV, A/C. Private garden, steps to subway, 10 minutes to U of T, near shopping, restaurants, schools, parks, DVP. Available mid-October through to mid-April 2012. \$1,600 per month plus utilities. No smokers or pets. 416-463-1605. [sbeaup@aol.com](mailto:sbeaup@aol.com).

**Short terms available Sept. 1** at Avenue/Davenport. Large furnished luxury 1-bedroom + den condo. Newly renovated. Hardwood floors. Fully equipped. Underground parking. Luscious gardens. Gym. 24-hour concierge. Rooftop deck. Call MSP Realty, Brokerage, 416-585-9286 or [bwp430@yahoo.ca](mailto:bwp430@yahoo.ca)

**211 Clinton St. Little Italy.** Stunning 2-bedroom townhome with parking and fully furnished. Upgraded home with gourmet kitchen, open concept living, dining room and separate family room. Tastefully decorated! Move in ASAP. Contact us for pictures. Sacha Singh, No. 4 agent in Canada for 2009. Direct, 416-294-5669 HomeLife/Vision Realty Inc., Brokerage Office. 416-383-1828, fax 416-383-1821. email [Sacha@DamirisAndSacha.ca](mailto:Sacha@DamirisAndSacha.ca) www.DamirisAndSacha.ca

**Your dream house awaits.** Three-bedroom downtown Toronto house, great neighbourhood, 20 minutes transit to U of T, parking garage, private garden, newly renovated, gleaming hardwood. [www.16nasmithave.com](http://www.16nasmithave.com) \$2,500+ Available Sept 1. 416-450-9521.

**Seeking responsible tenant,** non-smoker, no pets. Bright spacious 1240 sq.ft one-bedroom, indoor pool/sauna, exercise room and parking spot. Near Yonge and Sheppard subway. 24-hour security. \$1,875/month unfurnished & \$2,150/month furnished (all inclusive). 12-month lease preferred but negotiable. Heart of North York surrounded by restaurants and theatres. Call 416-258-3632, 416-445-5552.

## • Vacation •

**Eastbourne cottage rental.** Lake Simcoe. Golf, tennis, swim, relax. Charming, comfortable 4-bedroom family cottage with modern conveniences. 60 minutes from downtown Toronto. Two-week minimum, monthly, seasonal. No pets. All utilities. 416-924-4536, [atthirdee@primus.ca](mailto:atthirdee@primus.ca)

## • Overseas •

**Provence.** South of France. Furnished three-bedroom house, picturesque Puylobier, 20 km from Aix. Available from July for short- or long-term rental. Please contact Beth at 416-533-8844 or [b.savan@utoronto.ca](mailto:b.savan@utoronto.ca); website: [www.maisonprovencale.org](http://www.maisonprovencale.org)

**South of France.** Furnished one-bedroom house with terrace, WiFi, washer, BBQ; sleeps 5, in picturesque Les Salces, 10 km from Lodeve and Clermont l'Herauld west of Montpellier. From \$1,200/month inclusive. Contact Beth at 416-533-8844, [b.savan@utoronto.ca](mailto:b.savan@utoronto.ca); Website: [www.homeaway.com/vacation-rental/p252988](http://www.homeaway.com/vacation-rental/p252988)

**Paris.** Upscale, centrally located well furnished apartments in Notre Dame, Marais and Saint Germain, [www.rentals-paris.com](http://www.rentals-paris.com). Beautiful Paris fractional ownership properties, [www.paris-fractional-ownership.com](http://www.paris-fractional-ownership.com); Paris apartment hunting services: [www.paris-aparts.com](http://www.paris-aparts.com); 516-874-0474 or [coopergl@gmail.com](mailto:coopergl@gmail.com)

## Health Services

**REGISTERED MASSAGE THERAPY.** For relief of muscle tension, chronic pains and stress. Treatments are part of your extended health care plan. 360 Bloor St. West, Suite 504 (Bloor/Spadina). For an appointment call Mindy Hsu, BA, RMT. 416-944-1312.

**Feeling anxious,** stressed or depressed? Relationship or self-esteem concerns? Want someone to talk with to help sort things out? Dr. Ellen Greenberg, Psychologist, Bloor & Avenue Road or Eglinton West Subway, 416-944-3799. Covered by extended health.

**Dr. Neil Pilkington** (Psychologist). Assessment and individual, couples and group cognitive-behaviour therapy for: anxiety/phobias, depression/low self-esteem, stress and anger management, couples issues and sexual identity/orientation concerns. Staff/faculty healthcare benefits provide full coverage. Morning, afternoon and evening appointments. Downtown/TTC. 416-977-5666. Email [dr.neil.pilkington@rogers.com](mailto:dr.neil.pilkington@rogers.com)

**Psychotherapy** for personal and relationship issues. Individual, group and couple therapy. U of T extended health plan provides coverage. For a consultation call Dr. Heather A. White, Psychologist, 416-535-9432, 140 Albany Avenue (Bathurst/Bloor). [drhwhite@rogers.com](mailto:drhwhite@rogers.com)

**Evelyn Sommers**, PhD, Psychologist, provides psychotherapy and counselling for individuals and couples from age 17. Covered under U of T benefits.

Yonge/Bloor. Visit [www.ekslibris.ca](http://www.ekslibris.ca); call 416-413-1098.

**Individual psychotherapy** for adults. Evening hours available. Extended benefits coverage for U of T staff. Dr. Paula Gardner, Registered Psychologist, 114 Maitland St. (Welliesley and Jarvis). 416-570-2957.

**Psychoanalysis & psychoanalytic** psychotherapy for adolescents, adults, couples. U of T extended health benefits provide coverage. Dr. Klaus Wiedermann, Registered Psychologist, 1033 Bay St., ste. 204, tel: 416-962-6671.

**Dr. Cindy Wahler**, Registered Psychologist. Yonge/St. Clair area. Individual and couple psychotherapy. Depression, relationship difficulties, women's issues, health issues, self-esteem. U of T extended healthcare plan covers psychological services. 416-961-0899. [cwahler@sympatico.ca](mailto:cwahler@sympatico.ca)

**Sam Minsky**, PhD (Registered Psychologist). Individual and couple psychotherapy and counselling covered under U of T extended health plan. Close to downtown campus. 647-209-9516. [sam.minsky@sympatico.ca](mailto:sam.minsky@sympatico.ca)

**Bay Chiropractic Clinic.** Call to book a complimentary consultation. Services include chiropractic, physical therapy, medical acupuncture and custom orthotics. Services covered by extended health care plans. 1033 Bay St., suite 322 (Bay/Bloor). 416-966-6600. Email: [info@baychiropractic.ca](mailto:info@baychiropractic.ca)

## Miscellany

**Professional transcribing service** available for one-on-one or multi-person interviews, focus groups, etc. 20+ years of experience at U of T. References available. Call Diane at 416-261-1543 or email [dygranato@hotmail.com](mailto:dygranato@hotmail.com)

**Professional writer and editor** with three degrees will provide editing and rewriting assistance for academic papers being prepared for publication. Have experience and references. Call Lynn at 416-766-8330.

**Free to Good Home.** One blue-tongued skink, including enclosure (tank and stand). He is approximately six-years old. Originally had troubles with his claws (he has none) but has been in jolly good health since coming to Toronto. Very low maintenance pet. Moderately grumpy. He loves to roam around the room and hide underneath piles of socks. Email: [caz@wordhordpress.ca](mailto:caz@wordhordpress.ca).

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## SEMINARS

### The Israeli Economy 2011: On the Road to Economic Independence. Wednesday, September 21

Prof. Rafi Meinick, provost, the Interdisciplinary Center Herzliya. Vivian & David Campbell Conference Facility, Munk School of Global Affairs. 5:30 to 8:30 p.m. Registration: <http://webapp.mcis.utoronto.ca/Events.aspx>.

## MUSIC

### FACULTY OF MUSIC EDWARD JOHNSON Voice Performance Class. Tuesday, September 20

Welcome and voice showcase, with guest Adrienne Pieczonka. Walter Hall. 12:10 p.m.

## EXHIBITIONS

### In Memoriam: Ralph Stanton. Thomas Fisher Rare Book Library To September 16

Beginning with his first donation, a two-volume set of the 1587 edition of Holinshed's *Chronicles* in 1986, Ralph Stanton's donations number more than 3,000 books. His collection of French literature, particularly 17th- and 18th-century drama, is especially strong. He also donated a number of incunables and early printed books, many of which are exhibited. Hours: Monday to Friday, 9 a.m. to 5 p.m.

## MISCELLANY

### Historical Walking Tours To August 31

Perfect for anyone who wants to know about U of T's architecture and history. Monday to Friday, 2:30 p.m. For more information, contact the Nona Macdonald Visitors Centre, 416-978-5000.

## COMMITTEES

### Director, School of Public Policy & Governance

A search committee has been established to recommend a director for the School of Public Policy & Governance in the Faculty of Arts & Science. Members are: Professors Meric Gertler, dean, Faculty of Arts & Science (chair); Michael Baker, economics; Steven Bernstein, political science and Munk School of Global Affairs; Ian Clark, School of Public Policy & Governance; Brian Corman, dean, School of Graduate Studies; Kenneth Corts, director, Rotman commerce program; Faye Mishna, dean, Factor-Inwentash Faculty of Social Work; Mayo Moran, dean, Faculty of Law; and Linda White, political science; and Jamie Foster and Aviva Levy, graduate students, School of Public Policy & Governance; and Anita Srinivasan, director of operations, School of Public Policy & Governance.

The committee would appreciate receiving nominations and/or comments from interested members of the university community. These should be submitted to Professor Meric Gertler, dean, Faculty of Arts and Science, Room 2005, Sidney Smith Hall, email: [officeofthedean.artsci@utoronto.ca](mailto:officeofthedean.artsci@utoronto.ca) by Sept. 16.

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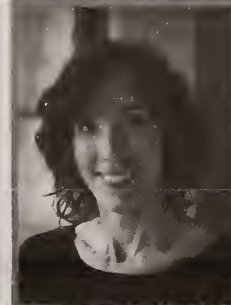
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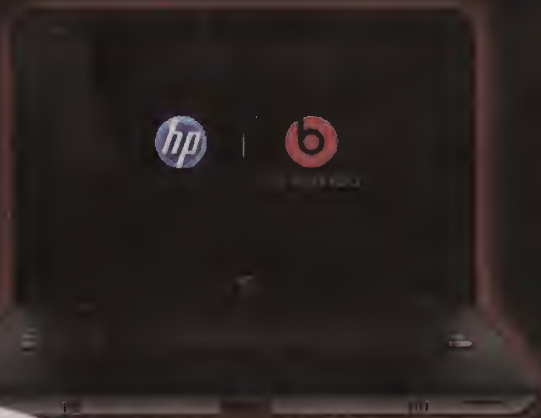


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# U OF T'S TEACHING ACADEMY: COLLECTIVE ASPIRATIONS FOR TEACHING

BY CAROL ROLHEISER, DAVID DUNNE AND MARION BOGO

A few years ago, a claim that the University of Toronto had a leading-edge initiative to celebrate and support teaching might have raised a few eyebrows. U of T was known for its leadership in research ... but teaching? Like you, over the years we have heard grumblings from our colleagues such as, The university doesn't take teaching seriously or Don't put *too* much time into your teaching, because it just doesn't count! Well, we would argue, the University of Toronto does take teaching seriously. One particular initiative that is thriving and growing every year provides an illustration of that commitment — our Teaching Academy.

In June 2000 a working group of university colleagues who cared deeply about teaching put forward a report entitled *The Support and Enhancement of Teaching at the University of Toronto*. It is exciting to note that by August 2011 the university has implemented its key recommendations — and more. Major changes include the introduction of:

- centralized support for teaching through the Centre for Teaching Support and Innovation, or CTSI (formerly the Office of Teaching Advancement)
- The President's Teaching Award (2006), the university's highest honour for "sustained excellence in teaching, research in teaching, and the integration of teaching and research," with recipients receiving \$10,000 a year for five years
- the Teaching Academy, a group of President's Teaching Award winners that now includes 27 members.

Teaching is central to our students' experience. By establishing the President's Teaching Award and the Teaching Academy, the university recognizes outstanding teachers and by supporting CTSI, it harnesses their expertise to serve our students better. These initiatives and the presidential and provostial leadership that has supported them are the envy of many universities worldwide.

## The Teaching Academy: Who are we?

Teaching Academy members represent many different disciplines at the University of Toronto but share one important disposition: a passion for teaching. We are recognized as outstanding teachers who have shown leadership in teaching within our own disciplines.

U of T teaching occurs in seminars, large classes, laboratories, operating rooms, clinics and online contexts, to name just a few. And because there is no one best way to teach, our strategies and approaches to teaching within these contexts vary widely. We engage our students in small group co-operative and collaborative learning, debates, lectures, community-based experiential learning, service learning, problem-based learning, online learning, self- and peer-assessment and other diverse approaches. The teaching of academy members is a microcosm of the varied approaches found at the University of Toronto.

As Teaching Academy members we are diverse, yet we have much in common. We often disagree passionately, but we are all committed to enhancing teaching. We care deeply about the quality of our students' learning experience, with a relentless focus on how we can improve and how we can support our peers in their teaching.

Individually, we are committed to improving teaching, but we also take collective action. Our work together has helped launch new initiatives such as Open Doors on Teaching, where any U of T instructor can observe an academy member teach and then engage in a post-class discussion. In the past year, we developed resources to support large-class teaching at U of T and carried out sessions for graduate students and for instructors. We are working on an online learning module focused on large-class teaching to be released by CTSI in fall. We share ideas through



university workshops, seminars, conferences and symposia. We express our views through invited talks, presentations and written publications.

## What do we care about?

First, we are committed to excellence in teaching. But for academy members, there are many different kinds of excellence.

For some, it is developing greater understanding of the principles of learning in order to craft more innovative teaching approaches. Innovations created by our fellow members include projects where undergraduate psychology students provide peer assessment to develop critical thought. Our members are pioneers in professional programs, such as in medicine, where they have created advanced education for clinical teachers.

For others, teaching for social responsibility is another form of excellence. Some academy members promote this focus through all their pedagogical activities, while others work in introductory courses to help students "understand the world and their place in it." Still others engage in important global challenges in professional programs such as engineering.

We are committed to creating learning communities at all levels of study, in colleges, departments and professional schools. Through learning communities, members of the university critically examine what we do as teachers and learners and what we can learn about our practices.

And we care about developing teaching talent. Many of us design and deliver courses, programs and internships in our departments, as well as teach in university-wide workshops and courses that prepare doctoral students for their future roles. We also believe in sharing information and supporting teaching development for university instructors.

We are engaged in creating resource and communication networks through our own divisions and through the Centre for Teaching Support and Innovation, in order to share ideas about teaching and to mobilize actions that will enhance the quality of teaching.

And last — but by no means least — we are committed to building knowledge about teaching. Many members are active in teaching research in their own disciplines, but also work to support cross-discipline transfer of knowledge.

## How do we see our roles now and in the future?

We have found that working together requires open minds and willingness to think in different ways. We also feel that the challenges that we confront

are some of the very challenges that will also help move teaching forward at U of T. We want to invite more of our colleagues to engage in the discussion, to debate what matters and to continue to remind each other that "teaching counts" to the learners we serve.

We are already taking new and important steps into the future. The mission statement of the academy calls for it to act as an advisory body to the president and provost and to CTSI on matters related to teaching, to take leadership roles as "teaching ambassadors" in our own departments and throughout the university and conduct and promote scholarly research in teaching.

Achieving teaching excellence requires institutional commitments and policies that recognize, support and foster excellence in teaching. As an advisory body to the president and provost we meet regularly, ask tough questions, discuss critical issues and act to enhance those commitments. In the future our goal includes creating white papers based on our discussions.

Teaching Academy colleagues provide vital moral support, cross-disciplinary perspectives and suggestions for effective teaching. Often, it is just a question of being available to other faculty to talk about teaching, while at other times, it means swimming against the current of faculty culture. While the importance of teaching has been acknowledged by the president and provost, this intent does not always filter down to the departmental level. We take the position that there should be no tradeoff between excellence in teaching and excellence in research: we need both and must foster both.

At the university level, our ambassadorial role will become increasingly co-ordinated as we publish articles, lead workshops and participate in university-wide teaching events, such as the annual teaching and learning symposium and new faculty orientation. However, we are also looking for new avenues to provide leadership in teaching, such as proposing standards and new awards, recommending best practices in assessing teaching for faculty recruitment and so on.

Our future also sees our continued work as teaching scholars. We share an abiding concern that good teaching practice needs to be built on solid evidence and understanding of what works and does not work.

Is there a downside to the work of the Teaching Academy? The biggest risk is that it will live on the periphery of decision-making in a university community that largely continues to see research and teaching as competing with one another. So while we must prod, provoke and persist, we want to continue working constructively with our colleagues to build a stronger teaching culture in our university. We encourage our colleagues in the U of T community to simultaneously prod and provoke us ... what do you expect from the academy? What ideas can you share with us that build teaching capacity across our university? Ideally, in the near future the idea that U of T is a teaching leader, as well as a research leader, will not be surprising.

**Carol Rolheiser**, a professor in the Department of Curriculum, Teaching and Learning, Ontario Institute for Studies in Education (OISE) and director of the Centre for Teaching Support and Innovation (CTSI), **David Dunne**, a professor of marketing in the Rotman School of Management and **Marion Bogo**, a professor in the Factor-Inwentash Faculty of Social Work, are members of the Teaching Academy. The Teaching Academy was founded in 2006 and consists of members who have received the President's Teaching Award, the highest honour for teaching at the University of Toronto. While individual members of the academy serve as teaching ambassadors, the collective advances teaching as a valued pillar at the University of Toronto.